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### MODEL OF EFFECIENT LEADERSHIP

**Summary.** *Thus, in studying this problem, we have identified the following approaches to nominating a person to a leader-chief position, which are the basis of a model of efficient leadership and can become a methodological basis for revealing, formation and development of leadership potential while training at a university, namely: personal and reflexive, cognitive and professional, values and motivational, behavioral (organizational and managerial), emotional, communicative.*

**Key words:** *leadership, model, efficient leader, leadership potential, chief, invigoration, research, training, development.*

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### МОДЕЛЬ ЭФЕКТИВНОГО ЛИДЕРСТВА

**Анотація:** *В теперішній час актуальним є моделювання ефективного лідерства та його окремих складових. Результатом подібного роду досліджень стала побудова вельми популярних зараз «ймовірнісних моделей», успішно апробованих в різних країнах. Метою статті є складання моделі ефективного лідерства на основі систематизації інформації щодо різних підходів вивчення проблеми висування в позицію лідера, яка може стати методологічною основою для виявлення і розвитку лідерського потенціалу під час навчання у ВНЗ. Вона включає в себе особистісно-рефлексивний, когнітивно-професійний, ціннісно-мотиваційний, поведінковий (організаційно-управлінський), емоційний, комунікативний компоненти.*

**Ключові слова:** *лідерство, модель, ефективний лідер, лідерський потенціал, керівник, активізація, дослідження, навчання, розвиток.*

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### МОДЕЛЬ ЭФФЕКТИВНОГО ЛИДЕРСТВА

**Аннотация:** *В настоящее время актуальным является моделирование эффективного лидерства и его отдельных составляющих. Итогом подобного рода исследования явилось построение весьма популярных в настоящее время «вероятностных моделей», успешно апробированных в разных странах.*

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Целью статьи является на основе систематизации информации о различных подходах в изучении проблемы выдвижения в позицию лидера составить модель эффективного лидерства, которая может стать методологической основой для выявления и развития лидерского потенциала во время обучения в вузе. Она включает в себя личностно-рефлексивный, когнитивно-профессиональный, ценностно-мотивационный, поведенческий (организационно-управленческий), эмоциональный, коммуникативный компоненты.

**Ключевые слова:** лидерство, модель, эффективный лидер, лидерский потенциал, руководитель, активизация, исследование, обучение, развитие.

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Розширена анотація для ознайомлення з цією темою:  
“Модель ефективного лідерства”

**Постановка проблеми в загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями.** В даний час актуальним є моделювання ефективного лідерства та його окремих складових. Підсумком таких досліджень стала побудова вельми популярних «імовірнісних моделей», успішно апробованих в різних країнах.

**Аналіз останніх досліджень і публікацій, в яких започатковано розв'язання цієї проблеми і на які спирається автор.** Аналіз досліджуваної проблеми дозволяє виявити такі тенденції при побудові моделей лідерства: теорії лідерських рис (Ф.Гальтон, К. Берд, С. Сміт, Д.Крюгер); теорії навколишнього середовища, або ситуативні теорії (Дж. Шнейдер, Е. Хартлі, Л. Картер, П. Пігорс); особистісно-ситуативні теорії (Г. Герт, С. Мілз, К. Кейс); теорії «очікування-взаємодії» (С. джибб); гуманістичні теорії; атрибутивні теорії; теорії «обміну»; «Трансактного аналізу» і трансформаційного лідерства (Дж. Бернс); мотиваційні теорії (А. Маслоу) і ін

**Виділення невирішених раніше частин загальної проблеми, котрим присвячується дана стаття.** Разом з тим, очевидно, що в рамках будь-якої теорії лідерства можливі і, думається, дуже необхідні конкретизація і пошук причинно-наслідкових зв'язків, залежностей в процесі висування лідерів, виникнення і прояву лідерських функцій.

**Мета статті.** На основі систематизації інформації щодо різних підходів у вивченні проблеми висування в позицію лідера скласти модель ефективного лідерства, яка може стати методологічною основою для виявлення і розвитку лідерського потенціалу під час навчання у вузі.

**Виклад основного матеріалу.** Вчені, які вивчають проблему лідерського потенціалу виявили, що ймовірність визнання когось із членів в якості лідера в значній мірі залежить від особистісного чинника. Його питома вага в системі детермінантів лідерства коливалася, за даними вчених, в різних групах від 48% до 82% [12].

Вченими встановлено, що немає такого переліку якостей, володіння якими гарантувало б саме лідерство. Ситуації і завдання мають не менш важливе значення, а група, в якій відбувається лідерство, є не тільки середовищем, а й елементом цього лідерства, часто більш важливим, ніж інші.

Про це переконливо свідчать результати досліджень вітчизняних учених А. Г. Романовського, О. В. Квасник і В. В. Шаполової, які розглядають лідерство також як концентрацію навичок і зусиль лідера, спрямованих на створення і функціонування команди, з якою лідер є нерозривним цілим. Мета лідера, на їхню думку, створення команди, в якій кожен член є самодостатньою особистістю і всі працюють на максимальний результат спільної

справи. Командоутворення, на їхню думку, є необхідною умовою для прояву і реалізації лідерства, а значить, обов'язковою складовою цього поняття [9].

На сьогодні в спеціальній літературі виявлено чимало даних про зв'язок здібностей з ефективністю керівництва, тобто про те, що висунення в лідери обумовлює когнітивно-професійний аспект його потенціалу. Встановлено, що успіх лідера багато в чому залежить від здібностей і вміння вирішувати проблеми та приймати правильні рішення.

Велику роль в становленні лідера відіграє ціннісно-мотиваційний компонент його потенціалу. Прихильність лідера особливим, найбільш привабливим для послідовників цінностям є основою його авторитету, тобто визначальним фактором.

В результаті взаємодії індивідуальних якостей лідера і його завдань виробляється певний стиль поведінки. Цей напрямок в західній літературі називають поведінковим, а у вітчизняній літературі організаційно-управлінським підходом до вивчення механізмів висунення в позицію лідера, характерного для організаційного лідерства. Центральним для нього є ви-

вчення реальних дій лідера-керівника в процесі роботи і їхнього зв'язку з ефективністю керівництва.

Важливою умовою творчого розвитку людини є віра в свої сили, що неможливо без отримання досвіду досягнення і переживання успіху, який є активним формуючим початком. Лідер створює відносини позитивної співпраці між керівником і членами групи, сприятливий вплив емоційного фактора.

Для ефективного лідерства необхідно, щоб соціальний суб'єкт був «комунікативною особистістю», що робить актуальним комунікативний підхід до його вивчення.

**Висновки.** Таким чином, у вивченні даної проблеми були виділені наступні підходи до висунення в позицію лідера-керівника: а саме: особистісно-рефлексивний, когнітивно-професійний, ціннісно-мотиваційний, поведінковий (організаційно-управлінський), емоційний, комунікативний. Вони є основою моделі ефективного лідерства і можуть стати методологічною базою розкриття, формування та розвитку лідерського потенціалу під час навчання у вузі.

**Problem statement.** It is currently typical to model efficient leadership and its components. As a result of such researches, there were constructed quite popular "probabilistic models" which were successfully tested in many countries. A model is a simplified description of a complex phenomenon or process which is usually its miniaturized version or representation. So, this notion means a description or analogy used in order to facilitate visualizing of something inaccessible to immediate observation. Behavior modelling includes observation and description of efficient mechanisms comprising the basis of any achievements. And a complex event or a series of events is broken into separate components enabling to reproduce the initial object in a certain way. The aim of this procedure is to determine the most signifi-

cant elements of thinking and actions needed to attain certain result or reaction. Information transmitted through modelling enhances increasing the volume of knowledge and corresponding skills.

**Purpose of the article.** On the grounds of systematizing information on various approaches to studying the problem of nominating a person to the leadership position to create a model of efficient leadership which might become a methodological basis for detecting and developing students' leadership potential in the course of their studying at university.

**Exposition of the main material.** Scientists who study the issue of leadership potential have discovered that the probability of someone being recognized as a leader depends to a large extent on personality factor.

Its share in the leadership determinants system varied in different groups, according to the data obtained, from 48% to 82% [12]. The personality approach to studying the problem of nominating a person to a leadership position supposes that one becomes a leader thanks to a set of certain personality traits. In the US there was developed the “leadership traits” theory which was based on the assumption that leaders are bearers of certain traits and skills that are inborn by character and can be detected regardless of any particular situation or group. This theory is based on analysis of ideal traits of a leader, and in essence, this analysis came down to attempts of detecting a set of desirable or obligatory psychological traits of a personality needed for efficient activity. Hundreds of researches were conducted in this direction (F. Galton, R. Stogdill, R. Mann, W. Bennis, G. Yucle, D. Van Flitt, R. Hogan, R. House, T. Judge with employers) who created an impractically long list of the detected leadership traits.

As a result of conducted research many scientists have accumulated a vast factual material on leadership traits, but soon it turned out that attempts to create an “ideal typical portray” of a leader were a failure. On their basis there was made an unexpected conclusion: the more detailed were the lists of leadership traits the more precisely they coincided with the complete set of personality traits in general. The list of traits itself was disputable – often researchers came to diametrically opposite conclusions even concerning such necessary for a leader traits as volition, intellect, adherence to principle, etc. This was convincingly described by S. Covie [4]. Scientists have determined that there is no such a list of traits possessing which would guarantee leadership itself. Situations and tasks are of the same importance, and the group where leadership takes place is not only an environment but also an element of this leadership, and it is often of more importance than other components.

This is convincingly shown by results of researches made by domestic scientists A.G. Romanovsky, O.V. Kvasnik and V.V.

Shapolova who consider leadership as concentration of a leader’s skills and efforts directed at creating and functioning of a team with whom the leader is an inseparable entity. According to these scientists, the goal of a leader is team making, wherein each participant is a self-sufficient personality and all of them work for maximum result of common cause. Team formation, according to them, is a necessary condition for leadership to manifest and realize itself, and consequently an obligatory component of this notion [9].

Currently, in special literature one can find much data on connection between skills and managerial efficiency, that is of the fact that being nominated as a leader is determined by *cognitive-and-professional aspect* of his/her potential. It has been determined that a leader’s success depends to a large extent on capabilities and skills of problem solving and making correct decisions. Thus, according to materials found in R. Stogdill reference book compiled on the data of 41 researches determining a connection between education and management there is 88% of established positive correlations between the mentioned variables, that is managers posed as quite educated people [13]. There is no doubt that education, first of all special education, is an important condition of leaders’ success in organizing and managerial activity. Nevertheless, world practice of efficient management sometimes presents quite curious exceptions.

F. Fiedler [10] in his work on determining the role of a manager’s intellect in efficiency of their managerial activity developed the *cognitive resource* theory. He paid attention to the following curious contradiction. In real practice of successful selection of managerial personnel the utmost role is played by considering applicants’ intellectual abilities, experience, and competency. At the same time, according to scientific research data, presented in reviews by leading specialists, one discovers quite low correlations between intellectual abilities and managerial efficiency [10, 11, 14].

As early as in the 1960s, American industrial psychologist E. Ghiselli [11] when monitoring groups of managers discovered that the most efficient executives were not those with too high or too low intelligence ratios, but those displaying average indices evaluated by degree of its manifestation. The conclusions by Ghiselli on the whole correlate with the tendency characteristic, according to T. Kono's [5] data, of Japanese management. The scientist draws attention to the fact that students having exclusively high grades at school and at university when employed by Japanese corporation normally do not become top managers there. T. Kono explains this fact by inability on behalf of these people to establish collective activities which is the most significant obstacle for managerial career building in Japanese organizations.

A great role in a leader's formation is played by *values-and-motivation component* of their potential, that is values, motivation, and convictions. Universal values (notions like abundance, justice, goodness, beauty, truth, destiny, and so on) are inherent to any epoch and any nation, but their topicality and hierarchy change with time and are determined by tendencies in society's development. Life values determine ideals, moral norms, a personality's subjective value attitude towards reality and so on. A leader's adherence to special, the most attractive to followers values is the basis of his/her authority, i.e. it's an important factor determining leadership. The value-oriented approach to leadership has become most popular one in the latest decades and it comprises the basis of a number of value theories.

In this connection of interest is the theory by R.L. Krichevskiy which views "values exchange" as a mechanism of leader nominating [6]. According to this concept, it looks as if value characteristics of group members are exchanged for a leader's authority and acceptance – key components of group status which are also important universal values. As a result, as a leader is accepted the person who represents in the greatest extent the traits particularly important for this

group's activity. In the course of interaction the group nominates for a leading position the person who is identified with the rest of the group as possessing the most complete setoff group values. It is for this reason that (s)he makes the greatest impact on subordinates' motivation and satisfaction.

In other words, psychologic content of values exchange lies in mutual satisfaction by participating parties of certain social needs of one another in the course of interaction through mutual proposal by each party of corresponding values. Such view enables to treat the values exchange in leadership as a process extended in time. Appearing within originating interpersonal interaction, values exchange acts as its significant activator. This facilitates further evolvement of inter-group leadership.

In his analysis of values exchange as a leadership mechanism, R.L. Krichevskiy introduces the notion of an individual's value input into group's activity. By value input he understands any useful, that is having some value, and thus working for needs satisfaction of both separate individuals and the "aggregate subject" – a social group, actions, which are addressed to both individual group members and the group as a whole and possess various forms of manifestation. The measure of psychologic reward by a group of its member (including vesting authority, accepting one as a leader) depends on the extent of his/her value input into efficiency of group's functioning.

Theoretical analysis and empiric data enable to determine the correlation between the value input of an individual into group activity and his/her status therein, namely: the more significant the value input of an individual into group activity (causative variable) the higher, correspondently, is their intragroup status (consequential variable). Nevertheless, it should be noted that due to the influence of various factors (personality, group, situational, etc.) the extent of linear interrelation between the mentioned variables may lower considerably. Such are the main elements of value mechanism of nominating

a person for a leading position according to R.L. Krichivskiy, and this mechanism has passed a considerable empiric testing [7].

Of interest also is a model which is classified by specialists as “motivational” because it views a leader’s efficiency as the one determined by the strength of his/her impact on the following variables:

- subordinates’ motivation in general;
- subordinates’ ability of productive performing a task;
- subordinates’ satisfaction with the work process [13].

This model supposes that leader’s behavior motivates subordinates or brings them satisfaction when it clarifies the way of achieving the goal and increases probability of its being achieved by the subordinates. In other words, a leader is seen as a kind of a “motivator” of subordinates’ activity. The “motivation model” contains two common suppositions concerning the probabilities of a leader-cum-manager’s influence on subordinates’ motivation and satisfaction:

- the manager’s behavior is approved by subordinates depending on how this behavior is viewed as either the immediate source of actual satisfaction or as a means of obtaining future satisfaction;
- the manager’s behavior will be of motivational character (i.e. stimulate the increase in employees’ work efforts) to the extent in which it, firstly, puts subordinates’ needs satisfaction into dependence of their efficient performing, and secondly, complements work situation providing employees with resources (such as special training, organizing, support, and reward) needed for efficient accomplishment of a task [13].

To “earn” the leadership status, just value input into the group activity and motivation resource are not enough. It is necessary that the content of this input correspond to the prototypes of leader’s behavior as viewed by group members, i.e. even an efficient “contributor” should be perceived as a leader. According to specialists, to be nominated for a leader’s position other characteristics of a leader’s potential are needed as

well, namely those that facilitate accommodation to the group, situations, and variable conditions.

Within factors-and-analytical concept of leadership, scientists introduce notions of goals and tasks connected with a particular situation which set different criteria of leaders’ personality traits and behavior. N.V. Belyakova researching social and psychological peculiarities of leadership manifestation in student groups noted that it is goals and motives of a group that determine the circumstances of leadership arising. Consequently, the leaders accepted by the group play a significant role in forming and changing the group’s goals, views, as well as structure organization and mutual activity of group members [2].

As a result of the interaction of a leader’s individual traits with the tasks facing him/her, his/her behavior style is formed. This direction in the western literature is called *behavioral*, while in domestic literature it is named organizing-and-managerial approach to the study of mechanisms of nominating one for a leader’s position typical of organizational leadership. The central point in this approach is the study of a leader’s real actions in the course of their work and their connection with managerial efficiency. This issue has attracted considerable attention of researchers for more than half a century and is undoubtedly of practical interest.

The work of a leader-cum-executive is based on interaction with other people and is stressful, rapidly changing, reactive, and stochastic in character. One of his/her important characteristics is the presence of the ability to concentrate on attaining of a goal, overcoming any obstacles; displaying firmness and persistence in actions leading to the goal attaining. They often have to make decisions in a complicated situation when they have to take risks. Efficient leaders can find connections between numerous problems, issues, and opportunities they come across. This supposes using innovations or distributing authority and resources.

A leader-cum-executive's professional activity is based upon permanent influencing their employees to cause them to actions enhancing achievement of success by the organization. In other words, (s)he plans, organizes, motivates, and controls employees, bears responsibility for performing the set tasks, but the immediate work is made mostly by employees. It follows that managerial activity is performed on account of efforts by both the executive and the employees. Consequently, of special importance is perceiving a manager by the group as leader, accepting his/her leader's status and authority. All this attracts followers who think that such a person can be entrusted with their destiny and become his/her "team". The presence of a team indicates that a person is really a leader for group members.

Thus, the role of a leader-cum-executive is decisive in organizing common activity of a group and ensuring its work efficiency. (S)he focuses the main values of the group, is able to perform achievement of a goal by the group and ensure satisfying the needs of group members, their expectations and interests. The personality of a leader and their style of behavior as a dominant person in many respects determine the destiny of each group member and the group as a whole, which means that leaders influence individuals' socialization. At the same time, a leader's style of behavior is also influenced by circumstances, group members, as well as by personality traits of not only the leader themselves, but also their followers'.

It is known that an important condition of a person's successful creative development is the belief in their strengths, which is impossible without obtaining the experience of achieving and experiencing success that is an active formation factor. Achievement of success is obtaining a concrete result deemed significant for an individual. Experiencing joy, satisfaction, recognition smoothers affective reactions and consequences of conflict situations. At the same time, the state of success is a person's emotional satisfaction with an activity's process and results as

well as his/her status and role in the collective [8]. It creates relationships of positive cooperation between the executive and group members, positive influence of the **emotional factor**. Researchers who studied this issue have obtained numerous interesting data on its role in a leader's activity in small groups.

Emotional intellect is treated by scientists as the ability to realize the meaning of emotions and apply this knowledge for analyzing and solving arising problems. It was shown empirically that emotional intellect may act as some foundation, a kind of reference point of leadership inception. It has turned out, that in 50% of respondents who experienced leader's influence to various degrees there took place the coincidence of a high status partner on "emotional issue" with preferring the same partner as an identification object. The emotional preference factor can amplify collective members' identifying themselves with the leader which quite complies with literary data. Thus, Ye.M. Dubovskaya[3] in her research, conducted in youth sport teams, noted the connection between the identification and structural components of leadership. It appeared, that as identification objects emotional leaders considerably (in quantitative aspect) outrun business leaders. But this connection does not have a direct character, it is rather mediated mostly by intermediate cognitive processes connected with emotional intellect and including analysis and filtering incoming information, considering the present situation from the point of view of other group members, etc. These cognitive processes, in their turn, influence the coordination of participants' individual efforts in solving group task and enable to predict which of them is most likely to be nominated for the position of informal leader.

For leadership to be efficient it is necessary that a leader-cum-executive should be a "communicative personality" which makes **communicative aspect** topical in the study of leadership. A leader's activity is performed in the process of interaction with other people, and its success depends considerably on

the culture of its being performed. This is connected with the ability of adequately perceive the communicative situation, to understand people's feelings, to realize the extent of one's influencing them, to recognize the causes of arising difficulties and conflicts. Communication includes psychic and emotional self-regulation that enables to react quickly to changes in the other person's state in the course of interaction, to evaluate the communication partner's psychological attitude, to establish the needed contact, to be able to apply efficient techniques of interpersonal relationships.

The basis of leadership is comprised by the process of interpersonal influence evolving between the leader and their followers, the leader acting as the initiator of these processes that reflects on the changes in behavior, of certain personality traits, attitudes, motivation, and other characteristics of group members. The ultimate goal of influence in leadership is orienting them through psychologic means on solving the tasks set to the group. The strength of the leader's interaction with the followers depends on certain readiness on the followers' part to accept this influence. The followers are able to amplify

or diminish the leader's influence which makes him/her take their opinion into consideration in his/her behavior.

There exist actual communicative technologies which can be efficiently applied in the process of interpersonal interaction. Most modern companies expect a leader to be skilled in coaching employees. A leader uses it in order to disclose the employees' abilities and ensure their attaining the set goals, their development and perfection. Coaching is a style of management which supposes a dialogue and interaction between the leader and the followers and enhances their potential disclosing.

**Conclusions.** Thus, in studying this problem, there were distinguished the following approaches to nominating a person for a leading and executive position: personality-and-reflexive, cognitive-and-professional, value-and-motivational, behavioral (organizing-and-managerial), emotive, communicative. They are the basis of the model of efficient leadership and may become a methodological foundation for disclosing, shaping and development of leadership potential in students during their training at a university.

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*Стаття надійшла до редколегії: 13.08.2018*